University of North Texas  
College of Visual Arts and Design  
Art Education  

Fall Semester 2022  August 29-December 16, 2022  

ARTE 5772.001  CRITICAL ART EDUCATION  
THURSDAYS 5:00-7:50PM  
BUILDING: ART 180  ADDRESS: 1201 W. Mulberry Street  

Day:  Thursdays, 5:00-7:50pm  
Location:  ART 180, 1201 W. Mulberry Street  
Adjunct Professor:  Trina Harlow, PhD  
Contact Preference:  trina.harlow@unt.edu  
Office Hours:  By Zoom appointment, evenings & weekends  
Email:  trina.harlow@unt.edu
Dear Students,

I look forward to being your course instructor this semester and being a part of your art education journey. I also look forward to us all getting to know each other. In this course, we will examine various critical and theoretical frameworks and research theories of art education that are philosophical, political, and pedagogical responses to real world circumstances that attempt to shift the purposes, scope, aims, and delivery of art education to enable cultural and social transformation through the progressive growth of individuals. We will examine many topics and we will participate in professional dialogue about many inequities in art education, and education in general.

I have many professional and life experiences that I will bring to this course, including teaching in three states and four countries. I have also been an artist for nearly my entire life. Painting and fiber arts have been my focus, but I am equally connected to mixed media and being creative in unique ways. Having been a K-12 art teacher in Texas in some way, shape, or form for 28 years, and having coordinated the art education program for six years at a major university and also serving two years as a tenure-track assistant professor of art education, I am eager to facilitate rich course dialogue and foci that will assist you in preparing to be an art educator or to function in another area of art education. Visual art enhances education for all children, adolescents, adults, schools, communities, and beyond and plays a significant role in our society and world.

As your course instructor, I think it is nice for you to know a little about me and my art education experience. I am highly involved in the National Art Education Association. I have served one year and will serve for three more years on the NAEA National Board of Directors. I’ve served on the NAEA state chapters’ boards in Kansas and Arkansas and served on the state board for Arkansans for the Arts. I served as the NAEA Public Policy and Arts Administration President for 2 years and 2 more years as President Elect. I’m the founder of Online Art Teachers (K-12.) In the Spring of 2021, I received one of only six national awards that NAEA gives each year – the Gilbert A. Clark and Enid Zimmerman Leadership Advocacy Award. I also received the NAEA Ed Tech Community Service Award, and the Western Region Higher Ed Educator of the Year Award. I’m humbled and thankful for these awards. Additionally, my first degree was in clothing/textiles/fashion design and I worked in Dallas as a designer for a few years before feeling a strong calling to go into education and so I enjoy bringing this aspect of my professional career to the courses I teach as well. Finally, I live in Texas and have for a long time, but was born and raised in Kansas. I’m a very patient professor that values walking with you in art education. I have loved every single second of my chosen career. I have had many rich art and art education experiences in my life and I look forward to sharing some of this with you in class.

Best Regards, Dr. Harlow

“The arts teach children that problems can have MORE than ONE solution and that questions can have more than one answer.”

-Dr. Elliot Eisner
A. **ARTE 5772 GENERAL COURSE DESCRIPTION:** Introduction to theoretical frameworks and current research in critical art education, with particular emphasis on the relationship between art education and social inequality and change.

B. **COURSE PURPOSE:**
The course is designed to provide rich dialogue, investigation, and research emphasis in critical art education. In this course, we will explore the praxis, generative themes, growth, conscientization, and codification that can occur through art education in areas of racism, classism, genderism, multicultural and intercultural approach, multilingual approaches, biopsychosocial learning, trauma and anxiety, social emotional learning, social justice, special needs, and environmental studies.

C. **UNT VISION:**
“*At the University of North Texas, our caring and creative community empowers our students to thrive in a rapidly changing world.*”

“The arts celebrate multiple PERSPECTIVES. One of their large lessons is that there are many ways to SEE and INTERPRET the world.”

-Dr. Elliot Eisner

D. **COURSE OBJECTIVES:** Through course content, this course will assist students (current and future teachers of art in schools and museum settings, and others who take this course) in:

- Developing a **strong theoretical foundation in critical art education topics** included in this course including racism, classism, genderism, multicultural and intercultural approach, multilingual approaches, biopsychosocial learning, trauma and anxiety, social emotional learning, social justice, special needs, and environmental studies.
- Identifying appropriate **curriculum and curricular approaches** for all K-12 learners’ visual art and media art development, incorporating art disciplines, and appropriate critical art education methodology and strategies, providing representation for all future and current students.
- Assisting with growth in analytical writing skills and using **discipline-specific Literacy** methodologies for responding to critical visual art and the teaching of critical visual art and media arts.
- Assisting future teachers of art in demonstrating knowledge, **pedagogical competence** and teaching ability in visual art and media arts.
- Exploring how teacher identity affects the classroom and students.
- Assisting future teachers of art in learning how to create a **safe environment** that
supports K-12 students and individuals in collaborative problem solving that encourages positive social interaction, active engagement in learning, behavior, self-motivation, and how visual art educators demonstrate flexibility and responsiveness as teachers to all students.

- Growing and gaining knowledge of globalization and world view in a rapidly changing world educational environment.
- Assist future and current art educators in demonstrating knowledge of professional art organizations, publishing opportunities, and seeking professional growth and development opportunities to advance the profession.

F. REQUIRED TEXTBOOKS:
There are no textbooks for this course for fall of 2022. This course will incorporate many select readings and papers on course topics. Some important article links are included on this syllabus; others will be provided in class.

F. SUPPLIES:
We will do some in-class visual exercises. Although we may not use them every week, please bring scissors, pencils, and basic markers to class, and other basic portable art supplies as you would like to class each week so you have them when they are needed. A small pencil bag of a few markers, pencils, even oil pastels or crayons, and scissors is all you need to put in the bag.

G. COURSE ASSIGNMENTS:

1. **Privilege Exercise & Analysis (50 pts):** In this mini-research project, you are to choose something in your own life that depicts privilege that you have. In other words, something that you get to do or have through no effort of your own. You are to conduct your research, gather data, and then write a mini-research paper with an introduction, literature review with at least three references, write your methodology, results, implications for the future, and conclusion. The paper should be 8-10 paragraphs long and 3 pages minimum and 5 pages maximum. The reference page should be the last page and does not count in the page requirement. Papers should have 1” margins, be double spaced, size 12 basic serif or san serif font. Electronic submission directions will be given in class. You will do a 10-15 minute class presentation on your mini-research project.

2. **Storyboard Exercise Part #1 (25 pts):** This will be an in class, reflective exercise that we will do the first week of class. Directions will be given in class.

3. **Article Circles (5 @10 pts each=50 pts):** Outside of class, you will read assigned articles. In class, you will participate in small group Article Circles on five different course nights in which your group will discuss, debate, agree or disagree with a provided research article. Groups and articles will be assigned in advance and articles must be read before coming to class. Each group member will have a role
in the Article Circles. Each group will make a mini-presentation to the group on their Article Circle.

4. **In-Class Reflections (3@10 pts each=30pts):** At various times throughout the semester, Dr. Harlow will ask for the class to write an in-class reflection – sometimes this will be to gain a better understanding of individual thoughts and opinions, sometimes it will be to do in-class research on a topic for further understanding.

5. **Interview of an Educator (100 pts):** You are to interview an art educator of record from a PK-12 public school art classroom on the topic of anxiety and trauma in the art classroom as exhibited by students and artistic or behavioral strategies the teacher implements to help students. You will sign up for interview topics in class. You will make 7-10 Google Slides in a course Google Slide show that summarizes your interview and you will write more thorough notes in the slide notes section. The completed slide show will be shown in class as you summarize your portion to the class in short an oral presentation.

6. **Storyboard Exercise Part #2 (25 pts):** This will be an in class, reflective exercise that we will do the next week of class. Directions will be given in class.

7. **Topical Major Assignment (200 pts):** This is your major assignment of the semester and you should begin working on it immediately. It is 40 percent of your course grade. You have the choice of a) making a visual journal with narrative and at least 40 pages, b) writing a research paper of 15-25 pages, or (c) making a podcast or video that is at least 45 minutes long and is semi-professionally edited and produced (while you can be a speaker/expert in your video or podcast, you must interview at least three other people and include them in the podcast or video – the video cannot just be you sitting and talking to the microphone for 45 minutes – it must be well designed, edited, and highly informative on your topic). More information will be given on these assignment choices in class. You will do a 15-20 minute presentation on the Topical Major Assignment in class during final exam week (if there is not enough time for all students to do their presentations, we will also do them the week before). For the in class presentation, those who do the paper must have a short slideshow with 3-5 slides to show the class. Those who do the journal will show their work and those who do the podcast/video will play a portion of it.

8. **Attendance:** Each student will be given one absence. After one absence, the final course grade will be deducted by 3% for each absence.

9. **Final Exam:** Thursday, Dec. 15, 2022, 5:00pm, ART 180.
**H. CALCULATING THE FINAL GRADE:**

<table>
<thead>
<tr>
<th>Relative Points Weight</th>
<th>Assignment</th>
<th>Possible Points</th>
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<tbody>
<tr>
<td>11%</td>
<td>Privilege Exercise &amp; Analysis</td>
<td>50 pts</td>
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<tr>
<td>5%</td>
<td>Storyboard Exercise Part #1</td>
<td>25 pts</td>
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<tr>
<td>2%</td>
<td>Article Circle #1</td>
<td>10 pts</td>
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<tr>
<td>2%</td>
<td>Article Circle #2</td>
<td>10 pts</td>
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<tr>
<td>2%</td>
<td>Article Circle #3</td>
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<tr>
<td>2%</td>
<td>Article Circle #4</td>
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<tr>
<td>2%</td>
<td>Article Circle #5</td>
<td>10 pts</td>
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<tr>
<td>2%</td>
<td>In-Class Reflection #1</td>
<td>10 pts</td>
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<tr>
<td>2%</td>
<td>In-Class Reflection #2</td>
<td>10 pts</td>
</tr>
<tr>
<td>2%</td>
<td>In-Class Reflection #3</td>
<td>10 pts</td>
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<tr>
<td>21%</td>
<td>Interview an Educator</td>
<td>100 pts</td>
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<tr>
<td>5%</td>
<td>Storyboard Exercise Part #2</td>
<td>25 pts</td>
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<tr>
<td>42%</td>
<td>Topical Major Assignment</td>
<td>200 pts</td>
</tr>
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</table>

**TOTAL** 480 pts

*See attendance policy more fully described elsewhere in syllabus.

<table>
<thead>
<tr>
<th>Final Grade</th>
<th>%</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
<td>432-480</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
<td>384-431</td>
</tr>
<tr>
<td>C</td>
<td>70-89%</td>
<td>336-383</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
<td>288-335</td>
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<tr>
<td>F</td>
<td>Below 60%</td>
<td>&lt; 288</td>
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“The aim of art is to represent not the outward appearance of things, but their inward significance.”  
- Aristotle

“I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.”  
- Rev. Martin Luther King, Jr.

“While “caring about” conveys feelings of concern for one’s state of being, “caring for” is active engagement in doing something to positively affect it.”  
— Geneva Gay, Culturally Responsive Teaching: Theory, Research, and Practice
## Weekly Schedule

### 9/1
- Syllabus
- Introduction
- Vanessa German Video
- In Class Reading:
- IN CLASS ASSIGNMENT: STORYBOARD EXERCISE PART #1

### 9/8
- Critical Art Education Pedagogies
- Psychoanalytic Theory, Gestalt Theory, Behaviourist Theory, Cognitive Theory.
- Pedagogical theories that lead to multicultural teaching practices.
- Paulo Freire
- IN CLASS ASSIGNMENT: ARTICLE CIRCLE #1
- ASSIGNMENT DUE BY MIDNIGHT 9/7: PRIVILEGE EXERCISE & ANALYSIS.
  - Ten minute class presentations by students.
- Readings:
  - Horton, M., & Friere, P. (1990). Formative years. In B. Bell, J. Gaventa, J., & J. Peters (Eds), *We make the road by walking: Conversations on*
### 9/15
- Conversations on Newcomer Students (Students with Asylum, Undocumented Students) & the Texas Border Situation Regarding Children's Education
- *Refuge in the Heartland* (Documentary Dr. Harlow co-directed)
  - [View on YouTube](https://www.youtube.com/watch?v=silSepu7-ts&t=26s)
- *Journey to Refuge* (Book Dr. Harlow edited and partially authored)
  - [View on KSU](https://coe.ksu.edu/about/publications/journey-to-refuge/)
- **IN CLASS ASSIGNMENT: ARTICLE CIRCLE #2**
- **SUBMIT PREFERENCE FOR TOPICAL MAJOR ASSIGNMENT** (paper, journal, or video/podcast)

### 9/22
- Conversations on Classism in Art Education
- **IN CLASS ASSIGNMENT: ARTICLE CIRCLE #3**
- Readings:

### 9/29
Studio or Exhibit Tour (Details given in class. Do not come to ART 182 tonight.)

### 10/06
- Conversations on Genderism in Art Education
- Guest Speaker: Becky Black, NAEA School for Art Leaders
● Discussion of Mapplethorpe work and article.

● IN CLASS ASSIGNMENT: REFLECTION #1

● Reading (read before coming to class):

● Readings:


10/13

● Conversations on Racism in Art Education

● Guest Speaker: Trinity Villanueva

● *My America* on YouTube, Renee Tajima
  [https://www.youtube.com/watch?v=YBnGKCFB2LY](https://www.youtube.com/watch?v=YBnGKCFB2LY)


● Role Playing Scenarios

● IN CLASS ASSIGNMENT: REFLECTION #2

● Readings (we will not be doing Article Circles in class but these are good articles and a book that is a good resource):

<table>
<thead>
<tr>
<th>Date</th>
<th>Conversations</th>
<th>References</th>
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<tbody>
<tr>
<td></td>
<td>Readings:</td>
<td><em>The red pencil</em>. Little. <a href="https://www.youtube.com/watch?v=g5XSYkIYTac">https://www.youtube.com/watch?v=g5XSYkIYTac</a></td>
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<tr>
<td>10/27</td>
<td>Multicultural Pedagogies &amp; Biopsychosocial Learning</td>
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<td>Guest Speaker: Dr. Socorro Herrera, <a href="https://socorro-herrera.a-zcompanies.com/new-page">https://socorro-herrera.a-zcompanies.com/new-page</a> and <a href="https://coe.ksu.edu/academics/departments/center-for-intercultural-multilingual-advocacy/">https://coe.ksu.edu/academics/departments/center-for-intercultural-multilingual-advocacy/</a></td>
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<tr>
<td></td>
<td>IN CLASS ASSIGNMENT: REFLECTION #3</td>
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https://www.tandfonline.com/doi/abs/10.1080/09650792.2022.2084435 |
https://aaltodoc.aalto.fi/handle/123456789/102921 |
| **11/10** |   |
| - Conversations on Social Emotional Learning  
- CASEL  
- **IN CLASS ASSIGNMENT: ARTICLE CIRCLE #4**  
- Readings:  
  https://etd.ohiolink.edu/apexprod/rws_olink/r/1501/10?clear=10&p10_accession_num=witt1656329198737057 |
  https://www.tandfonline.com/doi/abs/10.1080/10632913.2020.1773366 |
11/17
- Conversations on Anxiety & Trauma in Art Education
- **ASSIGNMENT DUE: INTERVIEW AN EDUCATOR DUE MIDNIGHT, 11/16.** Students Will Make Short 10-Minute Class Presentations.
- View Documentary Film & Have Popcorn: *Becoming Trauma Responsive* https://youtu.be/M4h1Zq7vNXk

12/01
- Conversations on Special Needs in Art Education
- **IN CLASS ASSIGNMENT: ARTICLE CIRCLE #5**

12/8
- **IN CLASS: STORYBOARD EXERCISE PART #2**
- **IN CLASS: SOME TOPICAL MAJOR ASSIGNMENT PRESENTATIONS**

12/10-16 (Date/time to be announced.) Final Exam Week – Date will be announced.

**TOPICAL MAJOR ASSIGNMENT PRESENTATIONS**

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**I. COURSE POLICIES:**

**Attendance:**
You are expected to attend all courses. Each student will be given one unexcused absence. After this one absence, any future absences will each cause a 3% deduction in the final course grade.

**Visual, Written, and Presentational Professionalism, Writing Lab:**
- All presentations, instructional planning, research and professional planning, and activities are designed to prepare future educators or build the knowledge base of current educators and should be completed with visual, written, and presentational professionalism.
- For papers, APA Style 7th Edition is preferred. **ALL SUBMITTED PAPERS SHOULD HAVE A COVER PAGE, PAGE NUMBERS, AND A REFERENCE SECTION WITH APPROPRIATE CITATIONS THROUGHOUT THE DOCUMENT. SLIDES SHOULD ALSO HAVE CITATIONS AND REFERENCE SLIDES.** All papers should have 1” margins, size 12 font, and be in a plain and common serif or san serif font (Times, Arial, Calibri, etc.).
- Written documents must be submitted using proper grammar, spelling, formatting consistency, etc. If grammar and spelling are not your strength, please utilize the UNT Writing Center for tutoring and other writing assistance. Their website is https://writingcenter.unt.edu/
- All verbal and written communication should reflect educational professionalism.
- Professional dress is required for in-class presentations.
Research Assistance: To assist you with course research please visit UNT University Libraries at https://library.unt.edu/

Late Assignments: Due dates are listed on syllabus. Late assignments will be accepted; however, the grade for these assignments will be reduced by 15% for late Day 1-Day 7; 30% for Day 8-Day 14. Any assignments turned in more than 14 days late will get 1 point. No incompletes will be allowed and all assignments must be completed.

Extra Credit Policy: Give your best effort as you complete each course requirement. No extra credit assignments will be given for additional points in the course unless Dr. Harlow chooses to give extra credit points to the entire class for a specific purpose or to attend a university/college/department event.

Redoing Course Assignments: Give your best effort as you complete each course requirement. While reworking an assignment shows great initiative on your part in regards to your personal learning, no assignment that has been reworked after initial grading will be accepted for new grading. Upon your request, I will be happy to provide feedback prior to your completion of an assignment and turning it in for a grade provided it is sent to me in a timely manner.

Learning Management System (LMS): Canvas will be used in this course. Look for: Current announcements regarding course, assignment upload portals, grades, and miscellaneous course files, rubrics, and documents.

Technological Considerations: If your own personal device (laptop, desktop computer, iPad, smart phones, or other devices) is not working properly, you will be expected to use UNT provided computers in the library or other various places on campus to complete assignments on time and with the directions given. If you use Google Docs or Google Slides to submit assignments, make sure you have set it to “anyone with the link can view” so Dr. Harlow does not have to request permission to view. If she has to request permission to view, you will receive late points for the assignment. No .pdfs should be submitted.

Audio/Video Recording: Permission by the professor is required prior to recording any portions of class, including recording the professor. All class members must also be informed of such recordings. The professor will take a variety of photos and videos during class to use in future courses and also for Social Media related to the course. Please let the professor know if you prefer not to be filmed or photographed.

Disclosure Statement: The professor reserves the right to alter from this syllabus and course policy if deemed necessary to assure, but not limited to, the attainment of course learning outcomes and objectives, disability and other accommodations, and academic honesty and integrity.
J. ADDITIONAL POLICIES:

Student Handbook Policy
Students are encouraged to familiarize themselves with all policies listed in the UNT Graduate Student Success Manual at https://tgs.unt.edu/sites/default/files/Student%20Success%20Manual%202015%20Final.pdf
You can also view the UNT CVAD Art Education Program website at this link and find important graduate student information: https://cvad.unt.edu/arteducation

Academic Integrity
The University of North Texas promotes the integrity of learning and embraces the core values of trust and honesty. Academic integrity is based on educational principles and procedures that protect the rights of all participants in the educational process and validate the legitimacy of degrees awarded by the University. In the investigation and resolution of allegations of student academic dishonesty, the University’s actions are intended to be corrective, educationally sound, fundamentally fair, and based on reliable evidence. See policy here: https://policy.unt.edu/policy/06-003

Americans with Disabilities Act
In accordance with university policies and state and federal regulations, the university is committed to full academic access for all qualified students, including those with disabilities. To this end, all academic units are willing to make reasonable and appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies in order to facilitate equality of educational access for persons with disabilities. https://policy.unt.edu/policy/16-001

The following links also provide important information:

College of Arts, Humanities, and Social Sciences
View the UNT College of Visual Art and Design website here: https://cvad.unt.edu/
View the UNT Art Education Program website here: https://cvad.unt.edu/arteducation

Counseling Services
This is the website for UNT Student Counseling - https://studentaffairs.unt.edu/student-counseling

Student Academic Grade Appeals
To read more about grade appeals: https://policy.unt.edu/policy/06-040

Professional and Ethical Conduct Policy
UNT has a Code of Student Conduct. Read more about it here: https://studentaffairs.unt.edu/dean-of-students/conduct
**Title IX Disclosure**
If a student discloses an act of sexual harassment, discrimination, assault, or other sexual misconduct to a faculty member (as it relates to “student-on-student” or “employee-on-student”), the faculty member cannot maintain complete confidentiality and is required to report the act and may be required to reveal the names of the parties involved. Any allegations made by a student may or may not trigger an investigation. Each situation differs, and the obligation to conduct an investigation will depend on the specific set of circumstances. The determination to conduct an investigation will be made by the Title IX Coordinator. For further information, please visit: [https://idea.unt.edu/title-ix](https://idea.unt.edu/title-ix) Disclosure of sexual misconduct by a third party who is not a student and/or employee is also required if the misconduct occurs when the third party is a participant in a university-sponsored program, event, or activity.

**University Policies**
View UNT policies here-[https://policy.unt.edu/](https://policy.unt.edu/)

**K. STUDENT EVALUATIONS:**
Thank you for completing the course evaluation at the end of the semester – this is very important to Dr. Harlow and crucial for helping us know what has been successful in the course and how to improve the course. Students may evaluate courses they are taking starting on a date designated by the university and will receive emails from the university on how to access these course evaluations..

**L. EMERGENCY NOTIFICATION AND PROCEDURES:**
UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials.

**M. ART BUILDING EMERGENCY PLAN:**
An Emergency Procedures Summary (EPS) for the building in which this class is held will be discussed during the first week of this course. EPS information for most buildings on campus are available at [https://emergency.unt.edu/emergency-preparedness](https://emergency.unt.edu/emergency-preparedness) Every student should be familiar with emergency procedures for any campus building in which he/she spends time for classes or other purposes and sign up for UNT emergency apps at this webpage.. All UNT students taking classes in the ART Building should be familiar with the Emergency Emergency procedures are located at the following link: [https://emergency.unt.edu/emergency-guidelines-0](https://emergency.unt.edu/emergency-guidelines-0) This link shows emergency plans specifically for the ART building: [https://emergency.unt.edu/sites/default/files/emergency_floor_plan_-_art_building.pdf](https://emergency.unt.edu/sites/default/files/emergency_floor_plan_-_art_building.pdf)
We will exchange cell phone numbers in class for use during a period of emergency.

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OTHER SUGGESTED READING AND COURSE BIBLIOGRAPHY:


https://www.youtube.com/watch?v=silSepu7-ts&t=26s


https://www.tandfonline.com/doi/abs/10.1080/00393541.2001.11651694


Marzano, R.J. (2003). *Classroom management that works*. Assoc for Supervision and Curriculum


https://www.tandfonline.com/doi/abs/10.1080/10632913.2020.1773366


**WEBSITES:**

**National:**
National Art Education Association: [https://www.arteducators.org/](https://www.arteducators.org/)

Art Education and Education:
American Educational Research Association: [www.aera.net](http://www.aera.net)
Americans for the Arts: [https://www.americansforthearts.org/](https://www.americansforthearts.org/)
Art of Education: [https://www.theartofed.com](https://www.theartofed.com)
Art 21: [www.pbs.org/art21/](http://www.pbs.org/art21/)
Artsonia: [www.artsonia.com](http://www.artsonia.com)
CASEL: [https://casel.org/](https://casel.org/)
Edutopia, George Lucas Educational Foundation: [https://www.edutopia.org/](https://www.edutopia.org/)
Love and Logic: [www.loveandlogic.com](http://www.loveandlogic.com)
SchoolArts Magazine: [https://www.davisart.com/schoolarts/](https://www.davisart.com/schoolarts/)
Smart Classroom Management: [www.smartclassroommanagement.com](http://www.smartclassroommanagement.com)
TED and TEDx: [www.ted.com](http://www.ted.com)
The Teacher Toolkit: [https://www.edutopia.org/](https://www.edutopia.org/)
Visual Thinking Strategies: [https://vtshome.org/](https://vtshome.org/)